**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Second Grade – Module 4**

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**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* Items can be read to students as needed. (Read the items as written; do not reword.)
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Second Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 4 Grading Guidance:**

* 2.OA.1, 2.NBT.5 and 2.NBT.6 are only/last assessed in Module 4. The remaining standards will be assessed again in Module 5.

**Updates**

We recommend reviewing assessments prior to teaching the module. This will aid in making planning decisions for each lesson. Note: Assessments are available at the back of each module in the teacher binders.

**Grade 2 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards that are first assessed in Module 4.** *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 2 MODULES | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2.OA | 1\* | X |  |  | X |  |  |  |  |
| 2\* | X |  |  |  |  |  |  |  |
| 3\* |  |  |  |  |  | X |  |  |
| 4\* |  |  |  |  |  | X |  |  |
| 2.NBT | 1a\* |  |  | X |  |  |  |  |  |
| 1b\* |  |  | X |  |  |  |  |  |
| 2\* |  |  | X |  |  |  |  |  |
| 3\* |  |  | X |  |  |  |  |  |
| 4\* |  |  | X |  |  |  |  |  |
| 5\* | X |  |  | X |  |  |  |  |
| 6\* |  |  |  | X |  |  |  |  |
| 7\* |  |  |  | X | X |  |  |  |
| 8\* |  |  |  | X | X |  |  |  |
| 9\* |  |  |  | X | X |  |  |  |
| 2.MD | 1\* |  | X |  |  |  |  | X |  |
| 2\* |  | X |  |  |  |  | X |  |
| 3\* |  | X |  |  |  |  | X |  |
| 4\* |  | X |  |  |  |  | X |  |
| 5\* |  | X |  |  |  |  | X |  |
| 6\* |  | X |  |  |  |  | X |  |
| 7 |  |  |  |  |  |  |  | X |
| 8 |  |  |  |  |  |  | X |  |
| 9 |  |  |  |  |  |  | X |  |
| 10 |  |  |  |  |  |  | X |  |
| 2.G | 1 |  |  |  |  |  |  |  | X |
| 2 |  |  |  |  |  | X |  |  |
| 3 |  |  |  |  |  |  |  | X |

**Second Grade Module 4: Mid Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 4: Mid Module Assessment** | | | | | | | | | | | |
|  | **Domain** | | | | **Standards** | | | | | | | |
| Question | Operations and Algebraic Thinking | | Number and Operations in Base Ten | | 2.OA.1 | 2.NBT.5 | | 2.NBT.7 | | 2.NBT.8 | | 2.NBT.9 |
| 1 |  | | 0 1 2 3 | |  | X | |  | | X | |  |
| 2 |  | | 0 1 2 3 | |  |  | | X | | X | |  |
| 3 |  | | 0 1 2 3 | |  | X | |  | |  | |  |
| 4 | 0 1 2 3 | | 0 1 2 3 | | X | X | |  | |  | | X |
|  | |  | |  |  | |  | |  | |
| Domain  Score | Operations and Algebraic Thinking | | Number and Operations in Base Ten | |  | |  | |  | |
| Level |  | |  | |  | |  | |  | |
| Level 3 | 3 points | | 10-12 points | |  | |  | |  | |
| Level 2 | 2 points | | 6-9 points | |  | |  | |  | |
| Level 1 | 0-1 points | | 0-5 points | |  | |  | |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Second Grade Module 4: Mid Module Assessment Task Score Sheet (continued)**

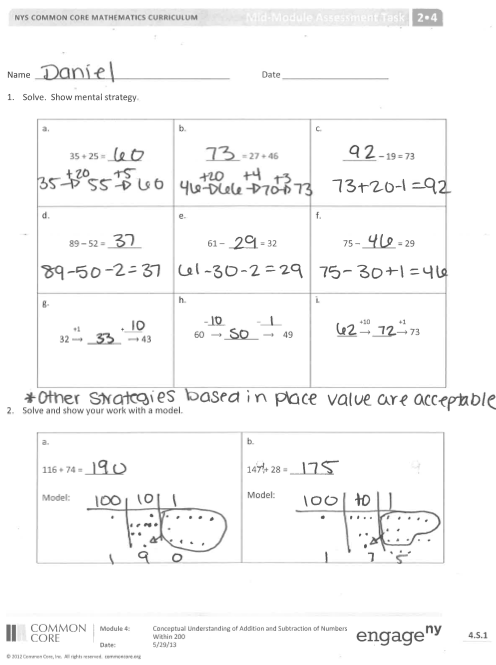
|  |
| --- |
| Mid-Module Assessment Task (Topics A-C)  Standards Addressed |
| Represent and solve problems involving addition and subtraction.  2.OA.1 Use addition and subtraction within 100 to solve one- and two-step problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.  Use place value understanding and properties of operations to add and subtract.  **2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  **2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.  **2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.  **2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) |

**Second Grade Module 4: Mid Module Assessment Task Rubric**

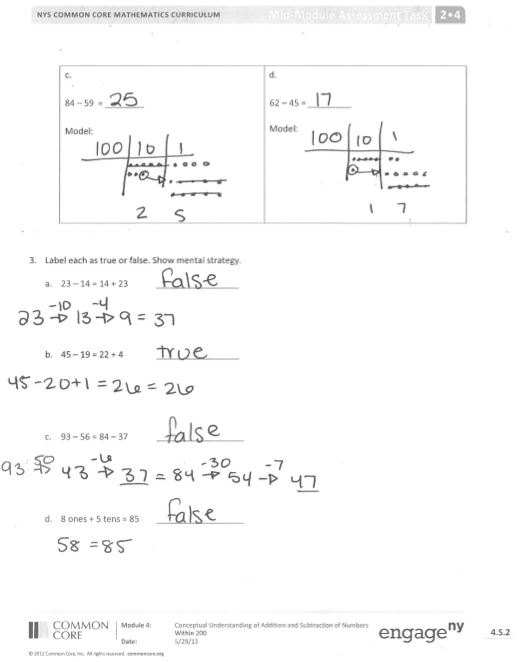
**\* Indicates items that have been changed/modified from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1 \***  2.NBT.5  2.NBT.8 | The student solves **0-1** of the six problems correctly. | The student solves **2-4** of the nine problems correctly. | The student correctly solves **5-7** of the nine items. | The student correctly solves to find **8-9** of the nine items. (See below.) |
| a) 60 b) 73 c) 92 d) 37 e) 29 f) 46 g) 33, +10 h) -10, 50, -1 or -1, 59, -10 i) 62, 72  Uses and models mental strategy such as arrow notation, adding the same amount to the subtrahend as to the minuend to make a multiple of ten, add or subtract a multiple of 10 and adjust the solution as necessary, or other strategies as noted in the Module Overview. | | | |
| **2 \***  2.NBT.7  2.NBT.8 | The student correctly answers **0-1** of the eight parts. | The student answers **2-3** of the eight parts. | The student correctly answers **4-6** of the eight parts. | Student correctly answers **7-8** of the eight parts. (See below.) |
| a) **(1)** 190 **(2)** model  b) **(3)** 175 **(4)** model  c) **(5)** 25 **(6)** model  d) **(7)** 17 **(8)** model | | | |
| **3 \***  2.NBT.5 | The student correctly answers **0-1** of the eight parts. | The student correctly answers **2-3** of the eight parts. | The student correctly answers **4-6** of the eight parts. | The student correctly answers **7-8** of the eight parts. (See below.) |
| a) **(1)** False **(2)** mental strategy shown  b) **(3)** True **(4)** mental strategy shown  c) **(5)** False **(6)** mental strategy shown  d) **(7)** False **(8)** mental strategy shown  Uses and models mental strategy such as arrow notation, adding the same amount to the subtrahend as to the minuend to make a multiple of ten, add or subtract a multiple of 10 and adjust the solution as necessary, or other strategies as noted in the module overview. | | | |
| **4**  2.OA.1  2.NBT.5  2.NBT.9 | The student answers none of the parts correctly. | Student answers one of the parts correctly. | Student correctly answers 2 of the three parts. | The student correctly answers all three parts. |
| * a) **(1)** Demonstrates an understanding of the role of place value and the arithmetic properties in Sarah’s strategy.   b) **(2)** Uses an alternate place value strategy to solve, e.g., 47 + 18 = 45 + 20 = 65 and **(3)** answers 65 | | | |

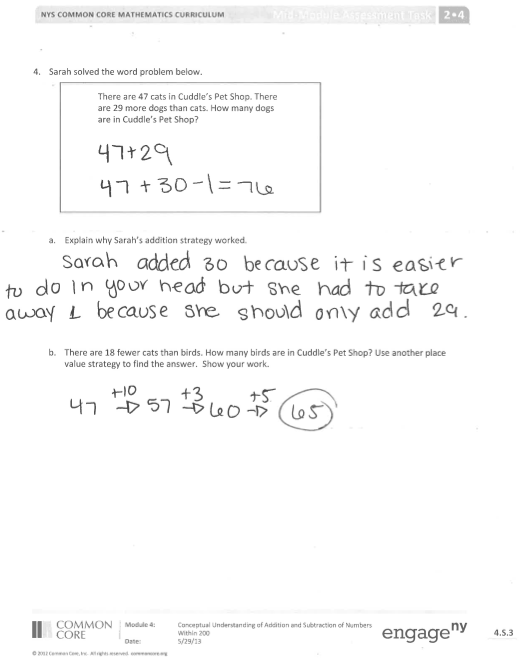
**Second Grade Module 4: Mid-Module Assessment Task Key**



**Second Grade Module 4: Mid-Module Assessment Task Key (continued)**



**Second Grade Module 4: Mid-Module Assessment Task Key (continued)**



**Second Grade Module 4: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 4: End-of-Module Assessment** | | | | | | | | | | | | |
|  | **Domain** | | | | **Standards** | | | | | | | | |
| Question | Operations and Algebraic Thinking | | Number and Operations in Base Ten | | 2.OA.1 | 2.NBT.5 | | 2.NBT.6 | | 2.NBT.7 | | 2.NBT.8 | 2.NBT.9 |
| 1 |  | | 0 1 2 3 | |  |  | |  | | X | | X |  |
| 2 |  | | 0 1 2 3 | |  |  | | X | | X | |  | X |
| 3 |  | | 0 1 2 3 | |  | X | | X | |  | | X |  |
| 4 | 0 1 2 3 | | 0 1 2 3 | | X | X | | X | | X | |  |  |
|  | |  | |  |  | |  | |  | |
| Domain  Score | Operations and Algebraic Thinking | | Number and Operations in Base Ten | |  | |  | |  | |
| Level |  | |  | |  | |  | |  | |
| Level 3 | 3 points | | 10-12 points | |  | |  | |  | |
| Level 2 | 2 points | | 6-9 points | |  | |  | |  | |
| Level 1 | 0-1 points | | 0-5 points | |  | |  | |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Second Grade Module 4: End-of-Module Assessment Task Score Sheet (continued)**

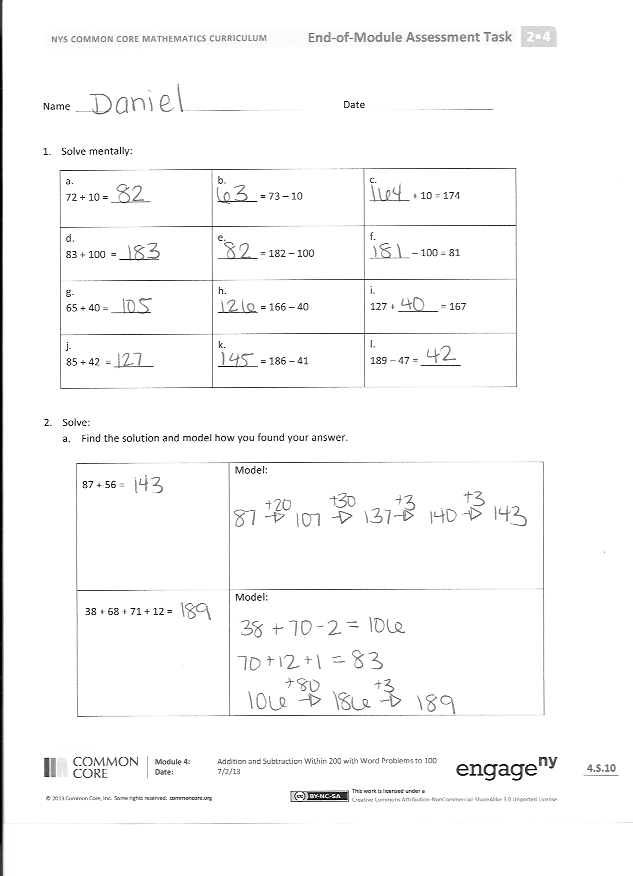
|  |
| --- |
| End-of-Module Assessment Task (Topics A–F)  Clusters and Standards Addressed |
| **Represent and solve problems involving addition and subtraction.**  2.OA.1Use addition and subtraction within 100 to solve one- and two-step problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.  **Use place value understanding and properties of operations to add and subtract.**  2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.  2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.  2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.  2.NBT.8Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.  2.NBT.9Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) |

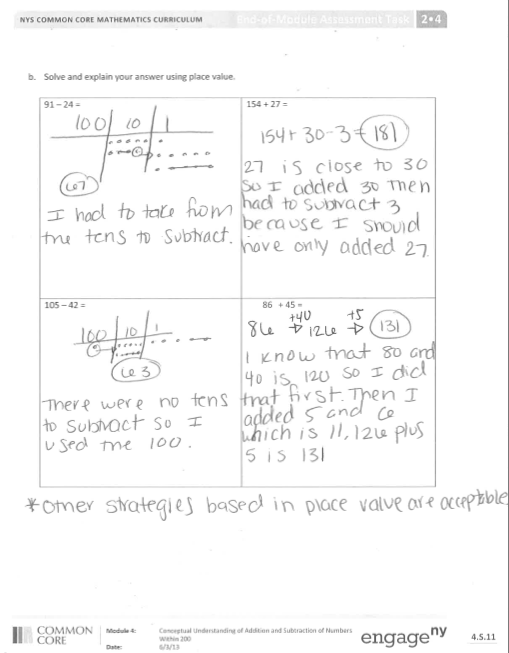
**Second Grade Module 4: End-of-Module Assessment Task Rubric**

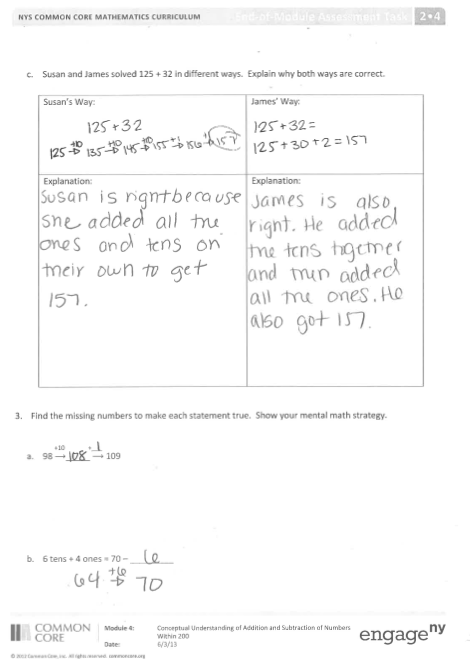
**\* Indicates items that have been changed/modified from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1 \***  2.NBT.8  2.NBT.7 | The student solves **0-1** of twelve parts correctly. | The student correctly solves **2-5** parts. | The student correctly solves **6-9** parts. | The student correctly solves **10-12** of the 12 parts. (See below.) |
| a) 82 b) 63 c) 164 d) 183 e) 82 f) 181 g) 105 h) 126 i) 40 j) 127 k) 145 l) 142 | | | |
| **2 \***  2.NBT.6  2.NBT.7  2.NBT.9 | The student solves **1-2** of fourteen parts correctly. | The student solves **3-7** of fourteen parts correctly. | The student solves **8-11** of the fourteen parts correctly. | The student solves **12-14** of the 14 parts. (See below.) |
| a. **(1)** Solves to find 143. **(2)** Shows an accurate model for 87 + 56.  **(3)** Solves to find 189. **(4)** Shows an accurate model for 38 + 68 + 71 + 12.   * Uses and models mental strategy such as arrow notation, adding the same amount to the subtrahend as to the minuend to make a multiple of ten, adding or subtracting a multiple of 10 and adjusting the solution as necessary, or other strategies as noted in the module overview.   b. **(5)** Solves to find 67 **(6)** Shows an accurate explanation  **(7)** 181 **(8)** Shows an accurate explanation  **(9)** 63 **(10)** Shows an accurate explanation  **(11)** 131 **(12)** Shows an accurate explanation  c. **(13)** Explains Susan’s strategy is correct **(14)** explains James’ strategy is correct. | | | |
| **3 \***  2.NBT.5  2.NBT.6  2.NBT.8 | The student correctly answers **0-1** of the ten parts. | The student correctly answers **2-4** of the ten parts. | The student correctly answers **5-7** of the ten parts. | The student correctly answers **8-10** of the ten parts. (See below.) |
| a. **(1)** 108, + 1 **(2)** shows strategy  b. **(3)** 6 **(4)** shows strategy  c. **(5)** 70 **(6)** shows strategy  d. **(7)** 27 **(8)** shows strategy  e. **(9)** 8 **(10)** shows strategy  Uses and models mental strategy such as arrow notation, adding the same amount to the subtrahend as to the minuend to make a multiple of ten, adding or subtracting a multiple of 10 and adjusting the solution as necessary, or other strategies as noted in the module overview. | | | |
| **4 \***  2.OA.1  2.NBT.5  2.NBT.6  2.NBT.7 | The student correctly answers **0-1** of the eight parts. | The student correctly answers **2-3** of the eight parts. | The student correctly answers **4-6** of the eight parts. | The student correctly answers **7-8** of the eight parts. (See below.) |
| a. **(1)** answers $47.00 and **(2)** shows work  b. **(3)** answers $137.00 and **(4)** shows work  c. **(5)** answers “No,” and **(6)** provides an accurate explanation.  d. **(7)** $180.00 with **(8)** an accurate model | | | |

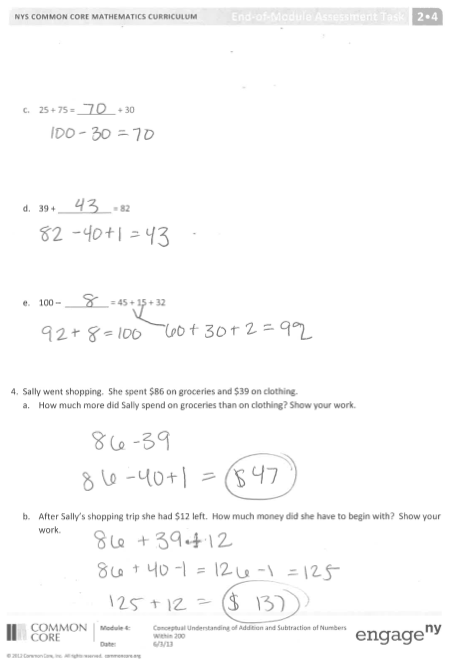
**Second Grade Module 4: End-of-Module Assessment Task Key**

**Second Grade Module 4: End-of-Module Assessment Task Key (continued)**





**Second Grade Module 4: End-of-Module Assessment Task Key (continued)**



**Second Grade Module 4: End-of-Module Assessment Task Key (continued)**

**Second Grade Module 4: End-of-Module Assessment Task Key (continued)**

